

CONTINENTAL BOARD OF COUNSELLORS IN ASIA

Minutes of Meeting Held on 17-21 June 2007 in Bangkok, Thailand

(Draft 14 July 2007)

Present: all members were present

Consultations with member of the International Teaching Centre, Mrs. Zenaida Ramirez, took place

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I. CONSULTATION WITH MEMBER OF THE INTERNATIONAL TEACHING CENTER MRS. ZENAIDA RAMIREZ, 17 June

A. THE MOVEMENT OF CLUSTERS: FOCUS ON GROWTH FOR RIDVAN 2008

1. The realities of Year 2. Mrs. Ramirez: The International Teaching Centre had a consultation with the Universal House of Justice on the challenges of Year 2 of the Plan.

a) As of Ridvan 2006, there are 298 IPGs

(1) As of Ridvan 2007, there were 346 (increase 48)

(2) As of May 2007, there were 354 (increase 8)

(3) Now 354 IPGs, 525 Bs, 1030 Cs [Global goal is 1900]

(4) Global aim is to move 375 to launch IPG by 2008, bringing the total goal to 729. But most likely the boards should be able to facilitate the achievement of 600 IPGs by April 2008

(5) To reach 600 would need 246 new by April 2008. than will need 900 more over the remaining 3 years, but they will mainly come from C clusters, or they are effectively C cluster. But must lay the ground work for these clusters now, or the last 3 years will not be enough.

(6) The characteristics of C clusters that will have to be moved include:

(a) Baha'i population of less than 100 is about 540 clusters; those with less than 30 Baha'is is 200

(b) Book 1 graduates. Less than 30 BK1 grads - 625 clusters

(c) Book 7 graduates; Less than 5 - 654

- b) Based on this analysis, we will have to identify strategically which clusters should be worked on, and in fact, some of the clusters currently identified as goal clusters are not the best ones. Instead of setting aside current goal clusters, the Counselors can have supplementary goal clusters of their own.
- c) The more important element is that the movement of the clusters be accompanied by growth at all levels (A, B, C)
- d) For each geographic group, should have Current IPGs, Number of Bs, Cs that are goals, how many will move in 2008, and the analysis of characteristics

2. Discussion

- a) Gobu: Criteria of launching IPGs. If approach is too rigid in deciding to launch in B clusters, it can inhibit the process. While the 40-50 criteria is useful, if too much emphasis is put on the quality and level of activity of the resources, it tends to result in delay. Experience shows that the real learning can only take place when they actually launch.

B. MOVEMENT OF C CLUSTERS:

- 1. The movement of C clusters is a critical point in the plan at this time. It should be part of the planning process and in the forefront of our thoughts.

2. B Clusters: How many will Asia move (of the 375 expected worldwide to move from B to A by Ridvan 2008). *Strategies that have been effective in moving them:*
- a) Assessment of the 6 conditions for launching IPG are met even if the number of book 7 graduates is slightly small. If the active tutors and the number of people involved in the teaching work and core activities is relatively high relative to the size for the Baha'i population, the cluster may be able to launch sooner.
 - b) Mongolia- Khentii (population 50-60,000) homefront pioneers, refresher on book 7 and institute campaign, followed by a series of teaching campaigns and institute campaigns focusing on different books. Now have approximately 200 Baha'is.
 - c) Solano, Philippines: Board member, CIC moving friends to higher books, by May had 40 book 7 graduates. Launched IPG 20th of May. Had a core group that took responsibility for managing the work of the cluster. Large number of tutors involved in the study circles, although individual study circles were small (3). Successful teaching campaign with 50 new believers. 9 teaching teams in 6 localities. ABM/RIC focused her effort entirely on the cluster both for the campaign and for the 2 weeks before. High level of enthusiasm for teaching. In other clusters, often did not see this enthusiasm or even awareness, largely because of the lack of capacity of the CGC to manage the activities/inform others.
 - d) Baolundu, Sarawak. Last few months have had a series of institute campaigns to bring the book 7 graduates up to 48. Particularly focused on the youth who are free in the holidays. Very effective CDF, who made detailed plans, divided community into sectors. Started with home visits to both Baha'i and non-Baha'i, which resulted in 14 declarations. First cycle was to train the participants to reach out as they have not had the experience of outreach. CDF visited each team and assisted them to make a plan for the campaign.
 - e) Defining intensity -
 - (1) In Philippines at least two hours every day, and the team meets every day. Some on the team may give much more. Teams teaching within their locality. Also the team doesn't teach all together.
 - (2) Baolundu had 13 teams, with the intensity defined as completing their entire plan. Previously they did not have plans.
 - f) Changhua in Taiwan, still B moving to A (20 book 7 graduates). Have a core group. The spirit of the team, concept for the team

is already there, and they decided to have an intensive teaching activity. May 21-June 10 visited 105 individuals from the 4 categories. 68 people committed to engage in one or more of the core activities.

- g) Bombay - Had had the critical mass but no activity. Decided to have a teaching campaign before launching the IPG as a preparation and motivator for the community. Brought someone from outside who had experience with large scale enrolments/direct teaching, and launched a 5 day teaching campaign. Chose receptive area, invite to devotional meetings, then short presentation on the faith based on introducing Baha'i beliefs, but chosen on basis of audience and directly related to the Faith. Don't open for questions. Then divide into small groups, with teachers to present to each small group. Only teaching not invitation to core activities. Approximately 40 enrolments. This created the enthusiasm to launch the IPG.

(1) Intensity of core group: Weekends people are asked to give full days. During the weekdays you give 3-4 hours after work finishes.

(2) Others give the time they can.

(3) In the team, one person is from the core group, and the others from the area. In Delhi there were 12 in the core group, while in Bombay there were 8. Other participants approximately 30.

(4) Total Baha'i population about 300.

(5) First IPG cycle, things did not really go, but sent outside resource with direct teaching experience and again got 40. Now 12 of these new believers are in core activities plus another 20 seekers in core activities.

3. C clusters

- a) Sense of urgency from the International Teaching Center. Need to focus strategically.
- b) Movement from C to A must be seamless and organic. Don't need to look at when will reach B, but when will reach A.
- c) Need to look from now for examples of Cs that quickly moved to A. India in 18 months. Or same length of time but well-defined approaches.
- d) Accompaniment very important. If each tutor can nurture 5-10 individuals, even if you start with 5 it will be effective.

- e) Encourage cycles of activities.
- f) To build capacity, need to consider things like Imran's approach in the ABM materials, homefront pioneering, bringing individuals to bring out capacity, mobile tutors.
- g) ABMs need continual assistance.
- h) Role of Assistants. No need to rush the definition of their role. The assistants can be assigned almost any task needed by the ABM, so it may not be productive to delineate too clearly. The ABMs are the arms of the Counselors, the Assistants are the fingers, although their duties are intended for the local community level.
 - (1) In C clusters, it may not be necessary to designate an assistant, but work with a group of tutors as if they are assistants to develop the core group.
 - (2) In a clusters more formality may be useful.
- i) India, weak C in South Tirenudehli (??), semi-urban, through settlement of a homefront pioneer supported by RBC and deputization, had a series of teaching campaigns and then institute campaigns with multiplication of core activities. Some of the institute campaigns were in central locations, others in the cluster but with tutors brought in from outside. Now with local tutors. In 2 years, had 30 book 7 graduates, May had another campaign, had another 10. So now 41 book 7 grads and 100 new believers. In 2 years have gone from 10 to about 500 believers.
 - (1) Institute campaigns might be 3-4 in a short time, then a bit later 6-7.
 - (2) 14 out of 30 now have study circles, not including the 10 who have just now finished.
- j) SE Asian learning
 - (1) Doing book 1 and 2 have not been found to be effective in a centralized course because of the need to continue with the actions. But campaigns for book 3-4 is effective. Also, found could not give them 2 key acts of service at once. If you do 3-4 they will either start children's classes or do deepening, but if you do 3-5, they will not know what to do. Cannot rush too much or they will have difficulty choosing the path of service. Also, 6 and 7 separate.
 - (2) another learning was that campaigns that have a clear purpose to start a particular act of service are also more

effective.

(3) Need to give certain time in the process to keep the acts of service going.

(4) Of the 5 A clusters in Cambodia, 3 started from D, and moved in 2 years. Could have gone faster, but felt it was better to make sure that the core activities were established.

- k) Bangladesh. One C cluster that was not a priority cluster but had historically had about 300 book 1 graduates, almost nothing beyond that. Everyone felt that it had been so long since those friends had done book 1 that it was necessary to start fresh. Started with home visits to 164 of the 300. 150 of them wanted to do book 2 and immediately started. Now aiming this cluster goes directly to A.
- l) Another Bangladesh cluster did similar but focused on junior youth.
- m) CIS observation: the clusters where they achieved the critical mass through institute campaigns to book 7, found that after one year, they did not yet have new book 7 graduates. Found the tutors had not been able to bring participants through. The skills to tutor the higher books were not developed effectively, so they did not feel they could take people through the higher books.
- n) In the Philippines, initially only certain individuals were given the permission to do book 7. This led to a lack of confidence in the tutors.
- o) In Mongolia, the National Institute has been working hard to raise the quality of tutors and to systematically share the learning that has been accumulated since the first group of book 7 graduates were trained 5 years ago. Quarterly newsletters for tutors, each focusing on certain books, has been useful.

4. Points from the International Teaching Centre

- a) Started to view growth in terms of average growth of A cluster over a number of cycles. So for example one of the best clusters in Kenya, Tiriki West, has 3000 Baha'is. Over 8 cycles with data, average enrolment is 47/cycle. In Zimbabwe and Chad, there are clusters with 71 per cycle. Even if the enrolment is 50/cycle, with 100 clusters over a quarter is 5000, times 4 is 20,000. So the potential for growth is very high.
- b) India 8000 new enrolments over last 6 months. Conservative project for next year is 25000.

- c) Asia's top enrolment is in India (TV Malai, Bihar Shareen, another India, Murun average 89/cycle over 7 cycles, Cambodia 49/cycle)
- d) There are natural teachers of the Cause. Do not hesitate to use them for this purpose
- e) Need examples of good A clusters with sustained growth.
- f) Don't be afraid to use the funds of the Faith and often it is critical to engage full time human resources.
- g) Need to call on the youth much more and explore with them what it means to be in the forefront of the movement.
- h) Rigidity about teaching needs to give way, and we need to be ready for large numbers.
- i) Teaching projects and teaching is where we should focus our energy.
- j) Intensification of the training process is needed. Cannot focus on consolidation and forget the intensive campaigns.
- k) Only focusing on children and junior youth might be considered along-term strategy. Also need short-term approaches leading to youth and adults entering the training process. The children's classes and JYSEP becomes a stepping stone for growth.
- l) Urgency needs to be emphasized. There is inadequate awareness of the critical time in many clusters.
- m) Focus on all goal clusters at the same time. There will be no time at the end of the plan.

5. Insights from the Board

- a) Omid - learning in last 3 months in India is that everything is ready to increase the number of Baha'is and the participants in core activities. The only thing we need to work on is the mindset of the Baha'is.
 - (1) One of the blockages was that they thought teaching was invitation to core activities. So told them not to talk about core activities during the expansion phase, but bring it afterwards.
 - (2) Some friends did not have COI for direct teaching, so need to learn to go in the old way, but with new message and invitation to different activities.

- b) Changing of mindset – have to forget the old to truly accept the new. One element of the mindset is related to commitment of time for the core of the core activities – study circle. How many hours will you commit per week to having a study circle? Commitment and sense of mission begin with a small core group. From there it spreads to others. Need to work especially with those who are from the current process and are fresh and open-minded.
- c) Calculation of the size of the Baha'i community in 2021. Helps give a vision for growth.

C. GEOGRAPHIC GROUP – STUDY OF THE JUNE 5 LETTER AND FRAMEWORK OF FUNCTION

1. Within Asia, the range of clusters being worked with by geographic groups is approximately 64 (CIS/Mongolia) to 380 (India)
2. Grouping clusters and coming up with common strategies. Groupings and criteria would naturally vary from group to group.
 - a) In India, even within C clusters, they are subdivided (C1 – more than 5 book 7 grads, which generally implies more than 100 Bk 1 grads; C2 more than 100 BK, less than 5 book 7; C3 more than 50 book 1 but less than 5 book 7) These criteria reflect the reality on the ground with existing priority C clusters.
 - b) India also divided B clusters to B1, B2, but that was based on the estimated day of launch (by December 2007 for B1, and B2 for April 2008)
 - c) This year's goals
 - (1) C1: 20 in India, plus 8 in other parts of the subcontinent
 - (2) C2: 7+2
 - (3) C3: 18+5 = 23
 - (4) B1: 17+4
 - (5) B2: 26+5
 - (6) This means the goal for launching by April 2008 is 52. Some of the Cs also will launch this year.
 - d) India's goal is 345 for the 5 year plan, and 44 launched IPGs. In addition the clusters above, have another 180 that should launch after April 2008. One IPG has to be launched per 4 days, which is a good portion of the world's share.

e) SE Asia group

(1) Have clusters with 200 Baha'i population and 30 committed tutors. Although the numbers are low, without launching IPG it seems there is a plateau in learning.

3. Reporting and record keeping. *The format that the groups are using for reporting have not changed. It has been important to keep the format of the reporting standard. Keep a living document that gets reread and modified in the meetings.*

- a) Cambodia; After geographic group meeting the strategies identified were shared with the NSA and later a meeting with them and possibly other institutions to study and consult on these and the status of each cluster. The resultant plan was added to Cluster Profile form (in the comment section) so all agencies became clear.
- b) In the intense learning in recent months in India, reports were shared among Board members, and each Board member would pick up the part most relevant to them, implement and report back on how implemented and results. Though it does not generate a comprehensive report, it generated extensive learning among a wide range of clusters. Often general statements about strategies are inadequate, and more detail needs to be given about how strategies are implemented. What were the ups and downs and how were the downs addressed?
- c) Challenge: visits to the clusters immediately after the geographic meeting are effective in terms of assuring the implementation of the strategies decided upon, but then it is not possible to go again right before the meeting to collect the experience. That means that reporting at the geographic groups is limited.

(1) After the geographic group, meet with the board members, regional council groups, maybe the local agencies, and study the profile and share the learning.

4. Administrative Support

- a) Currently 6 of the members of the Board have assistants. It would be expected that the number would rise as the work load will only increase.
- b) India has one person for statistics at the national level and at the regional level regional statistics officers also function, so there is no need for a special person. Considering adding finance person.
- c) China group has an administrative assistant who also does

finances

- d) The thinking of the Teaching Center is that the first resource, the administrative support including statistics must be there unless the country in question has an existing structure. Even if the country does have the system, the analytical function still needs to be carried out. What is essential is to assure that these functions are being carried out.

D. CLUSTER GROWTH FUND, LETTER OF JUNE 6, 2007

1. Requires a system for release of funds be devised with the Regional Councils or National Assembly, an understanding of the flow of funds and the mechanisms has to be developed. The specific mechanisms may vary (NSA, Council, and ABM). It is critical that the mechanism does not delay the flow of funds. Also, if funds are released the RBC/NSA should be informed.
2. Cluster growth fund applies to any cluster regardless of level of development.
3. Compared to previous arrangements, the current CGF will allow funding of pioneers at the cluster level (eliminating the delays as the pioneer needs to apply to CPC, get consultation from ITC, etc). Also for some other items that previously were from ITC or that the Council had to apply, the Counselor can release directly according to the system set up.
4. Question of core literature. How can we now subsidize the core literature? Is the cost of producing the subsidized literature covered by the working capital and partly by subsidy for specific items. Gradually the clusters will have to identify their needs, and new materials and tools will emerge. The question of literature needed to develop a Baha'i identify can be taken up at the cluster level. The capacity of the RBC can be built by giving them responsibility for the funds.
5. Now the publishing trust is no longer responsible for the distribution. Instead the clusters need to buy and therefore take care of the distribution.
6. Suggested examples of titles for literature at the cluster level. See attached.
7. Question of how to keep the publishing entity functioning. They need a critical mass in order to maintain operations. Usually the needs for printing and publishing are determined once per year. That can be done with the input of the clusters, particular the A clusters.
8. Printing on demand allows saving of time and response in a timely

manner to the needs of the clusters. Therefore it is not always necessary to aggregate the needs.

9. There may eventually have clusters with significant Baha'i populations (such as Battambang, which has its own printing machine), that would have their own publishing entity.
10. In India, the volume of literature needed to attend to the needs of the friends is too high for the capacity of the Publishing Trust, which also needs to address enrichment of literature. Therefore there are a number of publishing entities.
11. Nurturing the Baha'i Identity. India ideas for nurturing the faith and Baha'i identity in areas of large scale growth for those who have not been integrated into the home visits/institute process: FM radio, correspondence course. Malaysia has a cluster that has launched a pod cast.

12. Guidelines for CGF, LSF, TSF

- a) Consultation with the National/Regional/Local institutions is very important so that the ownership is developed as the use of the CGF is supplementary, after their contributions have been made.
- b) Pioneers at the cluster level, the current thinking of below 6 months could be supported through the CGF, while above that would be supported by CPC. Below 6 months, the term pioneer may not be best, and visiting tutor or other alternatives may be better.
- c) For Resource People from overseas, travel could be CPC or TSF. It is better to be from CPC as the House has defined the travel of resource people as "travel teachers". For in-country resources, CGF can be used.
- d) Geographic groups will need to have certain permanent items on the agenda beyond the movement of clusters, such as the TSF, LSF and CGF (as indicated in the attachments to the June 6, 2007 letter.

E. JANUARY 5 2006 LETTER: REGARDING SUBSIDY OF HUMAN RESOURCES

1. The use of funds to subsidize human resources to support the growth of the cluster. If the level of activity is not yet high enough to justify a full-time human resource, the question remains of how you will raise the level of activity. In some cases a resource may be needed in order to stimulate and accompany the development of human resources.

II. REPORT OF GEOGRAPHICAL GROUPS (18 June)

A. SOUTH-EAST ASIA

1. Four categories:
 - a) Already launched IPG (42)
 - b) 36 B and strong C clusters: to launch in 2008
 - c) 71 C clusters targeted to launch in 2009 or 2010: more than 100 believers in the cluster, but available tutors less than 10
 - d) 51 clusters, plan to launch in 2011: more or less below 50 Baha'is and few or no tutors.
2. Total: 200 clusters to have IPG by end of Five Year Plan
3. Lines of action
 - a) Strengthening of training institutes
 - (1) Refresher courses
 - (2) Raising "specialists" (children's class teachers, animators, etc)
 - (3) Greater attention to practice elements
 - (4) Use of resource persons
 - b) Scheme of coordination
 - (1) Effective use of fulltime personnel
 - (2) Accompaniment by ABMs and assistants
 - (3) Build capacity of *coordinators*
4. Vision of growth
 - a) Estimated capacity in terms of growth per cluster per year
 - b) Strength of A clusters analyzed based on enrolment
5. Lessons learned and strategies for next quarter (differentiated by level of cluster); to be reviewed every three months:

- a) Use direct teaching
- b) Use devotional meetings (New Delhi experience) leading to direct teaching
- c) More training sessions using Anna's presentation
- d) Deploy resource persons
- e) Establish core groups
- f) Institute campaigns and home visits
- g) Importance of strong CDF (prepare training module)
- h) Need for part time administrative assistant

B. INDIA GROUP

- 1. India current 45 A, 56 B, 210 C (total 311)
- 2. IPGs to be launched by Dec 07 (B1): 16
- 3. " " Ridvan 08 (B2):
- 4. definitions: C1: > 5 Bk 7, C2 > 100 Bk 1, C3 > 50 Bk 1, C4

C. CIS GROUP

- 1. Categorized clusters (B1, B2, C1, C2)
- 2. Teaching campaigns:
 - a) Identify receptive neighborhoods, direct teaching
 - b) Using children's and junior youth festivals
 - c) home visit campaigns
 - d) invite youth to youth camps
 - e) professional groups as targets
- 3. 64 IPGs by end of plan
- 4. Now 9 A clusters, 13 B1, 5 B2, 13 C1, 21 C2
- 5. Sustained growth: 6

6. Unsustained growth: 2
7. Minimal growth: 1
8. 23 IPGs by Ridvan 2008

D. OVERALL ANALYSIS (COUNSELLOR RAMIREZ)

1. Normal that specific analysis will be different (categories and groupings), but need to be able to convert analysis back to standard format for use at Board and international level
 - a) Can keep geographical group terminology different
2. Details in CIS report very good for Counsellor level notes (but report for ITC does not need to go into this level of detail)
 - a) Send reports to ITC by 21st

III. PIONEERING (*Consultation with Mrs. Ramirez*)

- A. Read letter of Universal House of Justice dated 9 March 2007
- B. Read letter of International Teaching Centre to Continental Pioneer Committees, dated 7 June 2007
- C. Reviewed document of ITC regarding pioneering needs
 1. Noted that still four categories, but the descriptions have changed (read descriptions)
 2. No mention of travel teaching in document (because it has become trivialized in common discourse, also so-called “travel teachers” often do not have particular purpose). However, this does not mean that we won’t promote travel teaching.
 - a) Resource people for specific assignments (finance, administrative, training institutes) are defined as travel teachers
 - b) Those sent to specific clusters to promote growth - “visiting tutors”
 3. Pioneering means more than 3 months stay
 4. Sending country determines who “among those who leave their shores” are actual pioneers or travel teachers
 5. For high growth potential, expect home front pioneering program

- a) India, Mongolia, Cambodia, Bangladesh
- 6. discrete selection by Counselors for special areas
- 7. ITC is revising guidelines for CPCs
 - a) CPCs should complement efforts of Counsellors and NSAs, not other way around
- 8. Six months or longer should be pioneers, supported by CPC fund
 - a) Below six months use Cluster Growth Fund
- 9. Possibility of orientation for pioneers organized by CPC and several Counsellors, possibly in Thailand or Malaysia
 - a) Pioneers for other areas could also attend orientation in Macau

IV. CONTINUED CONSULTATION WITH MRS.RAMIREZ ON OTHER SUBJECTS

A. PERSIAN TRANSLATION

1. Mrs.Ramirez advised the Counsellors to avail themselves of the Persian translations that are being made available from the World Centre of the ongoing documents and materials pertaining to growth, including all the 16 issues of the Reflections of Growth. These translations can be shared with the Persian-speaking believers.
2. A suggestion was made from the Board that the translations are sent to the Continental Office and from there they are forwarded to relevant Counsellors.

B. AUXILIARY BOARD MEMBERS VISITING THE WORLD CENTRE

1. Recently a lot of Auxiliary Board members from various countries visited the World Centre either for pilgrimage or three-day visit. The Teaching Centre members in some cases had not known of their coming. This is a good opportunity for Board members to consult with the members of the Teaching Centre and the House of Justice.
2. Mrs.Ramirez advised the Counsellors to inform the International Teaching Centre in advance of such visits so that appointments could be scheduled.

C. PROTECTION ISSUES

1. Jabbar explained recent letter from the House (in Persian):
 - a) Question about infallibility of House: conferred vs. innate infallibility (House like Guardian, not like Blessed Beauty). House not omniscient; it is infallible. House of Justice itself determines how much information is needed to make its decisions. House expressed the hope that no believer will deprive himself of the blessing of obedience to the House of Justice through excuse that not enough or incorrect information is provided to the House.
2. Omid discussed Covenant-breaking in India
 - a) Widespread distribution of Covenant-breaking literature. Action: initiated intensive teaching activities. Consulted with Mr. Correa and implemented other lines of action.
 - b) Materials prepared for use by board members should be used.
 - c) Jabbar: Sanctions sometimes necessary, but example given by House is someone deprived of right to contribute to a certain fund for a certain period of time. If we punish someone there must be in the same letter clearly stated how to come back. Community must also support and show love.
 - d) We must also be smart and know laws of the country.
 - e) Consider "general amnesty" (wording of the House) -- for example, for those who obtained passports or went to university.

D. BAHA'I INTERNET AGENCY

1. Mrs. Ramirez advised that in any cases when a National Assembly is faced with internet-related problems, the Counsellors can refer the Assemblies to the BIA. Also any covenant-breaking materials received or websites detected, should be forwarded to the BIA.
2. Lee Lee: a Baha'i who became a Muslim after marriage to a Muslim, has been attacking the Faith. He set up a separate site and posted some information on the community in a damaging way. A National Assembly member found out that he was the author of this website and this issue was referred to the BIA. The Agency gave a useful advice with knowledge of internet legislation of the country.

E. BOOK "SUMMARY OF ACHIEVEMENTS AND LEARNING"

1. The 7 May 2007 letter from the International Teaching Centre was read.
2. Actions:
 - a) the book to be widely distributed and if necessary the Literature and Audio-visual Subsidy Fund should be used to subsidize the cost.
 - b) Selected excerpts of the book could be translated into local languages and even printed and used for study and learning about growth.
 - c) Each Geographic Group to produce smaller versions of the book containing the relevant excerpts.
 - d) Encourage National Spiritual Assemblies to order the book and use it

F. QUOTING THE LETTERS OF THE INTERNATIONAL TEACHING CENTRE

1. Mrs. Ramirez:
 - a) In general we should weary of the instances when the Counsellors in dealing with difficult National Assemblies to use the name of the Teaching Centre or convincing the Assemblies about some matters by constantly quoting the Teaching Centre.
 - b) This does not apply to the "Reflections on Growth" or general guidelines.
 - c) Exercise discretion at what degree you are to use the advise of the Teaching Centre. Caution should be exercised in using specific letters from the International Teaching Centre.
 - d) Occasionally sharing any materials of general nature will be useful in clarifying concepts.
 - e) In cases when National Assemblies are obstinate in their views, the Counsellors should deal themselves and lovingly guide the Assemblies.
 - f) When there is a serious obstacle with an Assembly, description of the problem should be shared with the Teaching Centre,

which will convey the situation with the House of Justice.

- g) Although the Counsellors are in regular contact and may receive very specific advise from the International Teaching Centre, they should take personal ownership of any advise they offer to National Assemblies. Every advise to be internalized and contextualized when offered to the National Assembly.
- h) Extreme care should be taken not to pressure, intimidate, threaten the National Assemblies

G. EMAIL COMMUNICATIONS

1. Advise of Mrs.Ramirez:

- a) Care should be exercised in mass forwarding and the friends should be advised lovingly not to automatically forward every letter
- b) A recent letter of the House of Justice prohibits forwarding the pictures and videos about the Holy Places in the Cradle of the Faith.
- c) Teaching Centre would like to receive first-hand accounts about the situation in the clusters, about the expansion phase.

2. Other points:

- a) The Counsellors may wish to subscribe to some mailing lists of relevant Baha'i communities to keep an eye on any tendencies.
- b) We should feel free to share with each other learning, reports, and stories about ongoing activities in clusters. Effective headings should be used so that the receiving Counsellor/s can distinguish the nature of the mailing. For example, "Experience of home visits in Philippines".
- c) When learning is shared, the Counsellors should try to respond and react and in turn share their insights. This encourages more sharing.
- d) Encouraging documentation by the friends in the field helps them to build on their learning.

H. YOUTH GATHERING AND SUMMER SCHOOLS

- 1. Now we should be more attentive to the need for some conferences, especially for youth. The Counsellors should give some time to considering how such youth conferences can be designed that it

proves beneficial for the Plan. The objectives of such conferences should be synchronized with the objectives of the Plan.

2. The same applies to Summer Schools.
3. The Counsellors and the Auxiliary Board members should be involved in the planning and designing of these types of conferences or Summer Schools.
4. Summer Schools. They should be open for non-Baha'is. Any summer school should have a good number of non-Baha'is. The programme can be directed at the central features of the Plan.
5. The Summer School in Karnataka, India, was utilized to further the movement of the clusters. 300 people came and the programme was designed in a way that the participants enhanced their understanding of the spiritual nature of the Plan, institute books were refreshed, and memorisation of Anna's presentation was arranged.
6. The National Assembly of Bangladesh suggested to have a Summer School and requested the Board for financial help. The Assembly can be helped to reorient the School to the junior youth animators.
7. Youth gathering. First-hand accounts of youth who distinguished themselves in the Plan, those who have excelled in handling children's classes or junior youth groups, those using the arts in core activities, those influencing their attitudes in the school, their colleagues and in their profession, should be provided the opportunity to share their experiences. If non-Baha'i youth participating, they can find in them their models and this could have significant impact.
8. Summer School could provide the opportunity for "A" clusters to share their experiences and convey their knowledge and learning to "B" and "C" clusters.
9. In India some Summer Schools were arranged in a way that they are synchronized with the cluster teaching plan. For example, the Summer School could be held as victory conference after a teaching phase.

I. YOUTH ENROLMENT

1. Work with National Spiritual Assemblies to help them understand that the Baha'i youth at the age of 15 should not be asked to enroll in the Faith as they are already enrolled and only the age category changes
2. A letter to the UK dated 1982 explains the matter of enrolment.

V. CULTURE OF GROWTH

A. Discussion on elements of the culture of growth were discussed, such as the new perspectives on the consent for marriage, declarations and enrolments, contribution to the Fund, etc.

VI. LITERATURE AND PROCESS OF GROWTH

A. Introductory books on the Faith. Which book is consistent with the growth in today's context?

B. Several booklets have been developed in different countries using 'Anna's presentation' content. Also in India certain sections of this presentation have been used to make posters to be used as teaching tools.

C. It was suggested that the Counsellors consider using Anna's presentation to produce an introductory booklet on the Faith.

1. Action: at the next meeting to dedicate 2 hours or so to the discussion on literature in the context of teaching. Each Counsellor will bring samples of all the teaching aids and materials that they use in different countries.

D. "Teaching should become a dominating passion in the life of every believer".

1. Action: produce "the Baha'is" magazine in local languages and in English. A master layout should be obtained.
2. Action: dedicate one discussion to the matter of teaching and the matter of declaration and enrolment.

E. Enrolment

1. Declaration or enrolment can come at a later stage after one becomes a Baha'i
2. We prevent people to become Baha'is by creating obstacles by saying things like "you should study more before declaring", "should go through Book 1 before declaring", etc.
3. Teaching- helping people to acquire a Baha'i identity. We can help people to acquire this identity even if they have not got the knowledge about the Faith. For example, if people start fasting, contributing to the Funds, observing the Holy Days using their own cultural elements, praying, they already identify themselves with the Faith.

VII. SITUATION WITH FUND

A. The Trustee presented status of the Continental Fund and forecasts for contributions for the year 2007-2008 were reviewed (see attachments).

1. Intimate gatherings for friends to talk about the Deputization Fund proved helpful in creating awareness and opportunities for contributing to this Fund.
2. The Trustee can write letters to the National Assemblies stating the amount sent either from National Assembly or from individuals.

VIII. INTERNATIONAL CONVENTION

A. Encourage the National Assembly members, who can afford, to go to the International Convention.

B. The Board will have its plenary meeting in the Holy Land after the International Convention for 5 full days. 3 days of pilgrimage (26-28 Apr 2008), 4 days of International Convention (29 Apr-2 May 2008), 3 days of Conference of Counsellors (3-5 May 2008), 5 days of plenary meeting (6-10 May 2008).

IX. STUDY OF THE MARCH 25, 2007 LETTER ON BAHAI ELECTIONS

A. Question of freedom of choice. The believers should be encouraged to truly consider the whole community, not just the existing members of institutions. Must consider a "pool" of people.

B. Attention being given because the advancement of the process of entry by troops makes it opportune.

C. Discipline of looking at those who qualify by the criteria given by the House, and then from that pool, considering the other criteria mentioned, chooses from the pool. Explicit discussion of age groups as an element of diversity.

D. Need to rethink the meaning of the basic qualifications in light of the current plan. Given that the House has asked us to engage in core activities, what are the implications of unquestioned loyalty? What is a well-trained mind, with respect to the framework and processes of the current plan?

E. Process followed in several conventions was that after the study of the letter, delegates were asked to spend time identifying (for themselves

only) a pool of qualified people.

F. Questions of reports. In some countries, the reports are very careful to avoid names, but this does not help the delegates to identify a pool of human resources. Putting a lot of names, such as those who are on GCG or other agencies directly involved in the process, may be a better way than trying to avoid all reference to individuals.

G. Need to have a consultation on the function of the institutions they are electing before discussion on the 5 qualifications.

H. Need for on-going training in the community in addition to training done for delegates immediately before the training.

I. Need for an effective process of education in preparation for the delegate elections, LSA elections, etc. Remind the National Assemblies that study of this letter should be in our minds, particularly before the delegate elections. Even at reflection meetings, the sense of responsibility and awareness should be cultivated. The purpose is not just for election, but raising consciousness of what it means to be an active, responsible member of the community. Might even use as supplementary material with book 2 on administration

X. RESOURCE PEOPLE (REGIONAL AND CLUSTER LEVEL)

A. SE Asia group. Have begun using resource people more systematically, e.g.

1. Sending those from Malaysia to assist with active refresher courses to Philippines to a specific cluster (San Jose) and to Myanmar for active refreshers and Tamil teaching
2. Cambodian to Laos to help with JYEP and institute, and to Thailand to assist at the cluster level with teaching to revive Yasothon.
3. Indonesia to Pita cluster.
4. Another resource person to assist institute board in Sabah.
5. Another resource person for Institute board in Vietnam
6. Another for JYEP in schools in Sabah
7. Working on bringing a board member from India to come to Pakistan and Malaysia to help apply the New Delhi teaching approach.
8. Vic Samaniego to assist in teaching in Thailand and Laos and to help the older believers to become more involved in the process.

B. Jabbar: Bangladesh, India, Pakistan, Afghanistan also using long-term

resource people for promote culture of growth, for administration. Have to trust the resource person to develop capacity.

C. In India, using resource people among the states themselves. Try to have each resource person be accompanied by another person to build their skills (Omid)

D. With youth from Iran, they come out for some time for intensive training and application and then return to become more effective. Not only when they return they become good resources for the community, but they are also influencing the clusters that receive them.

E. Sri Lanka had its first training program for JY animators last month from an Indian resource person.

F. Overall, the term resource person should work for 1-2 years on processes. There are others who are sent for one or two trips for specific activities. They may need to be called travel teachers instead, based on the new definitions of travel teachers.

G. Resource people for teaching/expansion are expected to join the expansion and possible some of the consolidation phase for several cycles. In SE Asia, Philippines, Sarawak and Malaysia have been targeted. In addition there are sometimes specific travel teaching needs. Laos and Thailand have been identified because of the previous high receptivity.

H. In CIS/Mongolia group, the exercise of linking the specific needs at the cluster level with the resource people available was very fruitful. For example, matching needs such as individuals to help train animators and form JY groups, needs for help on direct teaching, with known human resources. Where the need cannot be met at the geographic level, can source people from outside.

XI. STATISTICAL REPORTING PROGRAMME

A. Pakistan (1300), Myanmar (2500), Philippines (9500), and Yemen have all established a baseline, but some countries find it difficulty to maintain (Philippines for example).

B. Sarawak (about 9000)

C. Cambodia base 12000, one national statistics officer. Most clusters don't have electricity or computers. So once per month, the data is sent from the clusters to the National Statistics Officer. Gradually trying to get generators and computers at certain clusters so data entry can be done locally.

D. Thailand has established baseline of about 500-600. Korea also has established its baseline around 150. Singapore also.

E. Russia (1500) and Mongolia (5500-6000) both have baseline data. Maintaining the database is difficult in Mongolia because of computer problems and unreliable electricity. Russia may have more believers but there may have been a problem in defining the visible Baha'is too narrowly.

F. Delafruz: 2 countries implemented. Kazakhstan still has not got its baseline, although they started early and have trained resources, Tajikistan made visits to Baha'is who were not active and asked if they would like to be entered into the data base, which was not a good practice. Baseline now around 400, Kyrgyzstan about 350. Turkmenistan not yet established.

G. Baseline in Azerbaijan (600), Uzbekistan (500), Georgia (550), and Armenia not yet complete but soon (probably around 100).

H. India well established with 80,000-90,000. Challenges of systematically entering data at the state level, Andamans have 370 in the system.

I. Bangladesh establishing baseline of institute data (around 5000), now need to update and expand regions. Restricted areas like Afghanistan and middle east, no.

J. Iraq (500) and Jordan (300) have established but have questions about how to count since don't have clusters. Also Egypt (500), Bahrain (250), Oman? Essentially all Arab countries have established.

K. North African countries still establishing.

L. Nepal has baseline of 3000.

M. Taiwan (600 over) and Laos (420) have baselines established. Laos has question about the name list, and the government estimation is higher than our list.

N. Macau established (350), Japan not yet full baseline. Estimate it will be 400 or so.

O. In some cases there is a problem in countries where the baseline is established with the statistics officer wanting to verify the additions.

P. Indonesia, they had not been asked to start but now will. In Sarawak have baseline but updating is still a challenge. It is also backdated in terms of reports that come from the cluster.

Q. Malaysia (10000) and Sabah (5000), Vietnam has not yet transferred to SRP although they have 6000 names in other records.

XII. MATTERS RELATED TO AUXILIARY BOARD MEMBERS

A. *ABM Web Directory*

1. Some Counsellors have experienced difficulty because when you change data, the existing data is not shown. In general, there was a feeling the website was not too user-friendly
2. Some Counselors have had difficulty if they did not have all the data required for a board member, and were unable to log off the site.

B. *ABM APPOINTMENT AND RELEASE*

1. *India*

a) Gujarat

(1) Dr. Radha Parikh (now RBC member) for propagation

(2) Mrs. Nisha Ponawala for propagation

b) Maharashtra

(1) Mr. Uttam Kamble for propagation

c) Uttar Pradesh

(1) Mr. Dregpal Singh currently serving as Cluster Coordinator propagation

(2) Mrs. Kiran Sinha - changer her jurisdiction of service from Maharashtra to UP since she has relocated and is effective. Still for protection

XIII. *JUNIOR YOUTH PROGRAM, CONTINENTAL STRATEGY*

A. Bihar Sharif - 48 junior youth, with 582 junior youth. Also 4 other clusters have more than 10 junior youth. This year have around 50 junior youth enter into Ruhi book 1. The program started in the schools, but now all are groups at the community level. Find that in this way, they do not lose the junior youth.

B. Indonesia - virtually all the junior youth groups failed to sustain more than 6months, although the total number studying has remained constant because it is easy to start new groups. Part of the problem has been the interference of the religious leaders, but perhaps a bigger problem is sustaining the interest and enthusiasm of the youth.

C. Philippines.

1. In San Jose, had 165 in the system but then dropped to 65-75. The

problem seems to be the use of the materials in English, because the level of English in rural areas is too low to study effectively. They are now translating the materials into Tagalog and later will translate into Visayan. As far as continuity, many of the active youth working in the cluster have come from the children's classes, the junior youth classes, and now have completed book 7.

2. Solano. At one point had 400-500, but all in schools. But they stopped this program and began building in the community and have 95 in the groups.
3. Do not have many trained animators because book 5 has not yet been translated into Tagalog. Even where animators have been trained in English from the rural areas, the effect is not significant. They have been waiting for the final version to come out, but now will translate immediately and start using.

D. Cambodia.

1. JYEP started early as a literacy program, using a variety of materials. It has been implemented by CORDE as well as the community.
2. Battambang 505, other clusters also have large numbers (in the two next largest clusters after Battambang, have 665, 478 respectively). In the rest of the country, have an addition 500 participants. Now Corde will take the PSA program and the Institute will run the JYEP.
3. The program is run in local language. Over 200 animators have been trained, and a resource person from Malaysia has been going for over 1 year.
4. Approximately 80% of participants have come from children's classes, and then 80% of those who finish JYEP have gone on to the Ruhi sequence. The handover is carefully done at each stage.
5. Most of the best, most active Baha'is have come from the JYEP (either they were participants or animators).
6. Use Spirit of Faith and Garden of Baha'u'llah as the Baha'i content in the program. The Spirit of Faith is also studied with the adults to show how to use the Hidden Words as deepening program.
7. Parents are taught during the teaching campaigns. In Battambang, there is balance, with large numbers of both Junior Youth and adults having entered the Faith, but in their clusters, the main Baha'i population is youth and fewer adults have come in so far. Part of the delay is related to literacy.
8. The book 3 lessons have been divided into 45, with repetition and changing of stories. Then use the book 3a content, then Mr. Furutan's books.

E. India – Nimaparai cluster. Initially children of all different ages came to the children's classes, so eventually they divided the children by age, and they started not enrolling the children in classes in the middle of the term. They needed to either start a new group or waited until the beginning of the school year. Last year they brought the upper level children's class to the junior youth empowerment program.

F. Malaysia (North and West).

1. Found that because of the age, the junior youth would move into book 1 without having finished the junior youth books. Now trying to select those with the most potential and giving them a chance to study the higher junior youth books. In this way, when they become animators, they will have completed all the JYEP books. Have versions in all three local languages.
2. So many new animators especially among the youth are taking up the challenge. At least two times per year trying to have animator conferences, which give a new spirit and forum for learning.

G. Delhi – 213 participants with only 16 Baha'is. They have had some drop outs but have been able to sustain over the past 1 ½ years. The plan is to increase the number of junior youth to 300 within one more cycle. If the coordinator is working well, the program flourishes. The parents of the children and junior youth class participants were the first group of new enrolments. The coordinator is very well organized, has good follow-up, and is fully involved in the process of growth, so the JYEP is naturally well integrated into the expansion phase. She also documents the experience very well.

H. In Africa, also have the same challenge of sustainability. They found that the question of service projects in the program and the use of arts were critical and also very challenging for the animators. They had a refresher for the animators specifically addressing the arts and the question of service projects. The impact seems to have been significant.

I. Jordan. It was a challenge for the animators to introduce the program as a Baha'i program to their neighbors. However, when it was done, it was very successful. Now have 70 participants. The coordinator is accompanying the animators, and gradually increasing the numbers. Also assisting the animators to meet the challenges of the participants. The animators are also maturing and the parents of the youth are also asking for more for their younger children.

J. Taiwan will have their animator training and first youth camp next month.

K. Importance of involving the parents. In Africa, in two countries where there were a high percentage of non-Arab Moslems, who were very excited to start the program. When the religious leaders opposed, it was the youth whose parents really understood the program, its relationship

to the Faith and its content and purpose, who continued to have their children participate in the program.

XIV. MOVEMENT OF CLUSTERS- CONTINUED CONSULTATION

A. *Finalizing the list of goal clusters*

1. Action: In cases the boundaries of clusters have been changed, the individual Counsellors should inform the Board and the Teaching Centre.
2. Action: Each geographic group will update the status of goal clusters every three months. This will be compiled by one assigned Counsellors in each geographic group, who will share with the whole Board. Action by: India- Praveen, SEA- Gobu, CIS- Delacruz.
3. Many clusters are weak C. The main strategy will be sending homefront pioneers. However, the challenge is first identifying capable people from strong clusters, secondly, the slow facilitation of the flow of pioneers from regional and national levels. The procedures for approving deputization for homefront pioneers can be cumbersome.

B. *C to A:*

1. Myanmar. The main strategy is settling a homefront pioneer and supplementing the pioneer services by occasional mobilization of teaching teams and visiting tutors.
2. Cambodia. A plan was made by the National Assembly and Auxiliary Board members to move all priority clusters during the summer months, when the youth and students, have their vacation. The C clusters were categorized into three according to their level of human resource development and community development and strategies were identified for each category and various resource teams were assigned from Battambang and other strong IPG clusters to spend 1-3 months in these clusters. The same plan is for 2 categories of B clusters. Mostly the teams visit these clusters on weekends. For example, a teaching campaign will be held for 2 weeks or 2 weekends.
3. India. "Weekend" teaching campaign in urban centres.

XV. EXTERNAL AFFAIRS

A. What is the purpose of External Affairs? Twin purpose: 1) protection of Baha'is (defense of the Faith); 2) influence the opinion of opinion-makers.

B. Focus on 4 areas:

- human rights
- prosperity of humankind
- advancement of women
- moral education

C. In most countries, currently, the focus is on the promotion of the dialogue on science, religion and development (SRD) as a means to influence the opinion of opinion-makers and responding to the need to defend the Faith as the need arises.

D. Bangladesh has a committee for external affairs consisting of 3 people, each of them following one line of action: one for defense of the Faith, the other on the dialogue of science, religion and development, and the third person focusing on moral education. No activities are held yet on human rights.

E. There were several seminars held last year on external affairs and this has enhanced the capacity of the National Assemblies and its agencies to address the need to promote external affairs.

F. India has a diplomatic wing, group dealing with advancement of women and another with the SRD. There is also a Secretary for External Affairs.

G. In many countries there are external affairs efforts going on, but the work is not well organized and systematized. Not much attention is given because of lack of human resources.

H. When we talk about external affairs, the friends should not assume that immediately they have organize big events, but rather one or two individuals focus on the work and begin dialogues on individual and informal basis with people of capacity and decision-makers.

I. Vietnam. Recognition of the Faith was obtained on 21 March 2007. 2-stage recognition. 1st stage is to give permission for activities. 2nd stage is to give recognition to the institutions of the Faith. The government representatives came to the Baha'i gathering and officially presented the recognition paper. Wide coverage on the media through which even government officials giving lengthy introduction on the Faith. Taking measures on the instruction of the House of Justice to remove the voting rights of 4 individuals, helped to clear the reputation of the Faith and removed long-standing barriers towards growth and recognition of the Faith.

J. Malaysia. SRD colloquia are organized involving several high-ranking officials from Malaysia, Sabah and Indonesia. The discourse has been taken to the universities and other spheres of society. This activity has been carried out in the name of Social and Economic Development Services (SEDS), a Baha'i-inspired initiative.

K. Internet blogs. We should continue encouraging the friends to initiate good blogs and publish well-written accounts of their Baha'i life and community activities. We can bring together a few youth. We should encourage blogs in local languages.

L. Involvement of Counsellors in the external affairs work is essential as it provides them with the opportunities to become well-informed about the situation and tendencies in the society and to protect the Faith, so that the growth process can be accelerated.

XVI. SOCIAL AND ECONOMIC DEVELOPMENT

A. SEDS Malaysia. Initiative to prepare Baha'i youth for study in the universities. The module "Intellectual Preparation for the University" was developed by the Institute for Studies in Global Prosperity (ISGP). 3 things the Baha'i youth must become involved: 1) pursuing a career that is useful for the prosperity of mankind and building of the new civilization, 2) involvement in Baha'i-inspired social and economic development, 3) engage in a discourse on social action. 40-45 youth participated in this 2-week training in Malaysia and a representative from the ISGP. The challenge was that a few of the youth knew English to the sufficient standard. This training will be organized twice a year.

B. SEDS is working with 19 university students taking them through social action materials with a view to train them as animators of junior youth groups in two orphanages.

C. Giving the opportunity to our Auxiliary Board members and other key believers to undergo training on the discourse on social action can enhance their holistic outlook and outward orientation and their effectiveness in the field.

D. New Era Foundation is collaborating with FUNDAEC and introducing books on a graduate level. The Programme for Social Action (PSA) is becoming part of the curriculum for teacher training.

E. At the next meeting we can have one or two presentations on successful social and economic initiatives.

XVII. COUNTRY REVIEW

- The Colleagues from the Middle East Group shared the progress of the Plan. The Plan is applicable except for collective teaching. Family initiatives are continuing, where each group aims to work with 10 seekers instead of 1 or 2.

- Support needed for Sri Lanka. The training institute is able to obtain visas

for foreigners.

XVIII. ENHANCING THE QUALITY OF PLENARY MEETINGS AND FUNCTIONING OF THE BOARD

A. The Board discussed the revised agenda for the next meeting. Discussion was about how the timeframe and content of the plenary meeting could be so arranged that it is beneficial for focusing the sessions on growth, distilling continental learning and providing the drive for Counsellors for the next six months. Please see attachment.

B. At the next meeting we should spend time discussing how flow of resources are facilitated from continental, national, regional levels down to cluster level and vice versa. If the expenses for cluster growth are paid by the local resources, the friends are able to economize costs.

C. Collecting statistics before the plenary meeting. Africa Board, for example, has a Junior Youth Desk, and one of the Counsellors is assigned to collect the statistics and learning. He or she is able to synthesize the key points and then share with the Board at the plenary meeting. This allows us to use the time more effectively during our consultations and focus the discussion on learning, rather than collection of numbers.

D. There will be 2 seminars on the junior youth programme in Asia, one in Malaysia for South East Asia, the other in India for Indian and CIS Geographic Groups. 2 Counsellors are facilitating, Gobu and Omid. The statistical summaries and synthesis of learning should be brought to the plenary meeting to facilitate the discussion on the topic of junior youth programme.

E. Each geographic group can assign to certain members of the group different tasks for collecting statistics and documenting learning.

F. Shorter lunch breaks and longer sessions. 9:00 am -12:30 pm; 2:00 pm- 6:30 pm. Lunch: 12:30 pm- 2:00 pm. Dinner: 6:30 pm- 8:00 pm.

G. Evening study sessions will be organized on various topics. 8:00 pm- 10:00 pm.

H. Each Counsellor thinks about how to utilize the experiences of other Colleagues more efficiently during the National Conventions and that the presence of a Counsellor is not only for gracing the Convention, but can visit a few clusters and get more involved in the work and share the experience more intimately.

I. The Counsellors at the possibility of certain Counsellors from a geographic group to be assigned to one Regional Council area or country of another geographic group to enhance sharing of experience.

XIX. NEXT MEETINGS

1. **2-6 January 2008, Bangkok**, SC Park. 2-3 January- meetings of geographic groups, 4-6 January- three full days of plenary meeting.

XX. 6-10 May 2008, Haifa. This will be preceded by events below:

- A. 26-28 Apr 2008- 3 days of pilgrimage,
- B. 29 Apr-2 May 2008- 4 days of International Convention,
- C. 3-5 May 2008- 3 days of Conference of Counsellors

Minutes Team: Lori Noguchi, Tarry Mahoney, Uransaikhan Baatar